

NEVADA Connections

Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

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ABE programs at CCSN and GBC build bridges to higher education



Last March at CCSN's annual Community College Conference, ABE Program Director Terri Kaulentis expressed her concern about the needs of students as they move out of the ABE program.

"Although some special interest programs exist & have helped at-risk students, some of the major departments were missing from the effort. Many students needed some hand-holding during their first semester or two in college," she explained.

Levia Del Quadro, Developmental English and ESL Instructor, jumped right in to help, asking Dr. Don Smith, Dean of English for guidance and assistance. As a result, representatives of several key departments met, worked, and kicked off the first "Bridges to the Future" Orientation and Registration session this past August.

Representatives of ABE, admissions and records, counseling, English, financial aid, reentry, retention, and testing departments were all on hand to meet with, counsel, and register students for the fall term. Twelve students were served — "a good sample for this pilot endeavor," said Terri — six of whom registered into community college classes.

One lesson learned: Two students needed to take the ESL Placement test before registering, so the next Bridge, scheduled for December, will include that facility as well.

Meanwhile, up in Elko, Meachell LaSalle, ABE/ESL Coordinator at Great Basin College, and English Instructor Jan Kempster team-teach the English 080 "Bridge to College English" course they developed. Offered annually, this class prepares second language learners to enter college-level English courses. Students study correct English sentence structure, paragraph development, proofreading, and editing.

Irma Reyes, Administrative Assistant for the ABE/ESL program, developed and hosts a monthly speakers bureau for all ESL students in Elko and Winnemucca. The Winnemucca students "attend" via interactive video. The college's recruiter, financial aid officer and registrar use the forum to tell the students about registration and various college services.

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St. Peter hears a knocking at the Gates of Heaven and calls out, "Who's there?"

"It is I," a voice responds.

"Oh, my goodness," says St. Peter, "another English teacher!"



Help students become “money smart”

There are several free programs and resources available for teaching financial literacy. Here are a few that look especially promising:

From the Feds

The FDIC’s Money Smart curriculum, a free training program designed to help adults outside the financial mainstream enhance money skills and create positive banking relationships, is now available in Spanish as well as in English.

The program consists

of ten instructor-led units of instruction covering basic financial topics such as bank services, consumer rights, saving, credit, home ownership, etc. Each unit includes a guide for instructors and resource material for class participants. Student material is written at the sixth-grade level.

The program is being used by a number of community colleges and at many of the Department of Labor’s 800 One-Stop Centers as part of their employment services. It is also the basis of the financial education curriculum for Individual Development Account programs in Missouri and Massachusetts. Vicki Newell, Director of the Northern Nevada Literacy Council, examined the program and believes it is an excellent curriculum.

You may borrow a copy of the program (English version, contained in two large binders) from the State Literacy Resource Center (800.445.9673 or through Nevada’s Interlibrary Loan system). Or, you may order the program from the FDIC: 202.942.3404 or visit www.fdic.gov and click on the “Money Smart” link under “Topics of Interest” (approximately middle of the page).

“Even though I screwed up my credit previously, every morning when I get up, I remember that I am now “money smart” and won’t make those mistakes again.

— CA Money Smart graduate

More money smarts

The Federal Reserve Board of Chicago operates a Web site that contains exercises and worksheets for financial goal setting and budgeting, as well as other helpful information on saving and spending. Go to www.Chicagofed.org/consumerinformation/ and search the site for “moneysmart”.

Taking it home

The Adult Literacy Resource Institute and the Fannie Mae Foundation recently published the *Money Management and Home-Buying Readiness Sourcebook for Teachers of ESOL and ABE*. The book contains resources for practitioners who are interested in implementing a home-buying readiness project, either as a stand-alone unit or as a topic integrated into an existing curriculum. To order a free copy, call 800/665-0012 or access the sourcebook on the Web at <http://www.alri.org/fmf>.

Say “savings” in Spanish!

Ahorrando.org is a free Spanish-language Web site that provides a wide range of information and resources on saving and investing. The site, sponsored by the Bond Market Foundation, includes a link to the English-language version, www.tomorrowmoney.org.

Online banking info

Go to Wells Fargo Bank’s www.bankingonourfuture.org for an animated, audio-enhanced site for adults, also in English and Spanish. Topics covered include credit, banking, budgeting, investing, and saving and checking accounts. Teaching tips are also provided. You may receive a free CD of the program by faxing Wells Fargo at 415/975-6260.

National initiative renamed, launches Web site

Last April, the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) announced a new adult learning and literacy initiative, Learning for the Future. Thanks to significant input from adult educators around the country, the Initiative has moved forward. First, it's been renamed — to Community Partnerships for Adult Learning — to better reflect its focus on encouraging community partners to share information and resources to better serve adult learners.

C-PAL recently launched its Web site (www.c-pal.net), which is packed with information to help adult educators form new partnerships or enhance existing ones. It features a toolbox of how-to's, research, and related Web sites organized by topic (creating communities, curriculum and instruction, professional development, workforce development, technology, and program assessment).

Literacy giants merge to form ProLiteracy Worldwide

The merger of the world's two largest adult volunteer literacy organizations is complete and Laubach Literacy International and Literacy Volunteers of America, Inc. have become ProLiteracy Worldwide (www.proliteracy.org).

"A merger of this scale and scope is unprecedented in the literacy field," said Marsha L. Tait, senior vice president of programs and services. "Until now literacy advocates have not spoken with one voice on behalf of adult learners — either internationally or domestically."

ProLiteracy Worldwide serves more than 350,000 adult learners around the world each year, with programs in 45 developing countries. In the U.S. it represents approximately 1,450 adult volunteer literacy organizations.

The organization's purpose is to sponsor educational programs and services to empower adults and their families by assisting them to acquire the literacy practices and skills they need to function more effectively in their daily lives and participate in the transformation of their societies.

ProLiteracy's publishing division, New Readers Press, produces and distributes approximately 500 titles of adult educational books and materials to literacy organizations, schools, libraries, and other institutions nationwide. New Readers Press also publishes *News for You*, a weekly newspaper for adult new readers, which is read by 90,000 adult learners.

"Our goals are first and foremost to raise public awareness of the adult literacy cause and to influence public policy and funding."

—Robert Wedgeworth, President,
ProLiteracy Worldwide

U.S. Dept. of Education's strategic goals and objectives 2002-2007

1. Create a culture of achievement
2. Improve student achievement
3. Develop safe schools and strong character
4. Transform education into an evidence-based field
5. Enhance the quality of and access to postsecondary and adult education
6. Establish management excellence

Goals increase persistence

Adult students reporting a specific goal for adult education activities show increased persistence compared to those without one.

—Comings, Parrella, and Soricone, 1999, reported in *ERIC Practice Application Brief No. 18, 2001*.

Connecting resources for Nevada's adult workforce

Free training available to all adult educators in Nevada

The following free workshops are offered through ABE leadership funds and are available to all adult educators in Nevada on a space available base. Contact the appropriate host to reserve a seat.

<u>Title/date/place</u>	<u>Host (contact)</u>	<u>Presenter and objectives</u>
ESL 101 Part I 11/8/02 Las Vegas Note: date changed from 11/1/02	Lyn Pizor Catholic Charities 702/693-6761, lynpizor@yahoo.com	Maxine Frauman-Prickel. Define the basic elements that contribute to language acquisition. Identify classroom strategies for developing listening and speaking skills in adult ESL students. Describe cooperative-learning structures that foster language acquisition.
Basic Hands-on TOPSpro Training for Beginning Users 11/9/02. Fallon	Suzanne Graves Lahontan Val. Lit. Vol. 775/423-8583 lvlit@churchillcounty.org	Dimi Jefferis. Provide understanding of navigation and menu structure. Practice set-up modifications, manual record entry, finding and editing records, and generating reports for teachers, students and administrators.
Goal Setting 11/15/02 Reno	Paul Marsala Truckee Meadows Community College 775/829-9026 pmarsala@tmcc.edu	Janell Baker. Give teachers the tools and resources to help students set realistic goals. Assist teachers in getting their students involved in their academic planning and monitoring. Help teachers see the value of getting commitments from their students and how to accomplish this.
Learning Disabilities 11/16/02 Fallon	Suzanne Graves Lahontan Val. Lit. Vol. 775/423-8583 lvlit@churchillcounty.org	Lyn Pizor. Recognize learning differences. Find strategies to help LD students succeed. Know where to refer students for help.

For general information regarding these workshops, contact Rachael Dilling, 702/363-2728,
www.girafix1@yahoo.com.